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"English for American Indians" is a newsletter intended for teachers and other educators involved with teaching English in the educational system of the BIA (Bureau of Indian Affairs); it is also of interest to those involved in the general field of teaching English to speakers of other languages. This publication is part of the implementation of the recommendations of "The Study of the Problems of Teaching English to American Indians," July 1967, conducted by the Center for Applied Linguistics under the auspices of the BIA. (See related document ED 014 727.) The first article, "Beginning School in a Second Language," by Lois McIntosh, discusses some of the problems of the Indian child, who brings to his early school life his first six or seven years of experience and training in a different language and culture. "The Teacher's Bookshelf," by Carol J. Kreidler, presents--(1) an annotated selection of practical and readable texts which may provide a background in linguistics for the classroom teacher; (2) texts for classroom use on the elementary, secondary, and adult education level; and (3) examples of materials written specifically for particular Indian groups. The third, and final section, "Information Exchange," by Ruth E. Wineberg, describes developments in various BIA schools, BIA-sponsored projects, and relevant developments outside the BIA. (AMM)

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ENGLISH FOR AMERICAN INDIANS

A Newsletter of the Office of
The Assistant Commissioner for Education
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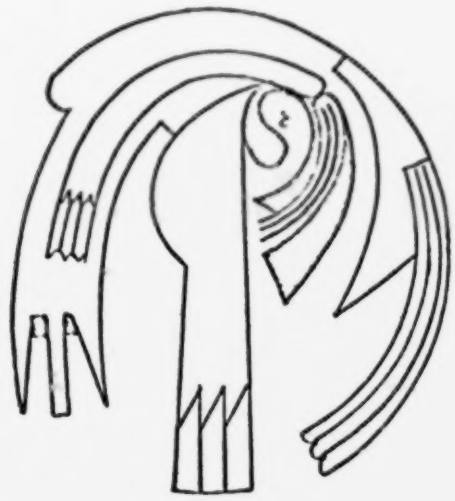
United States Department of the Interior



FALL 1968

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ENGLISH FOR AMERICAN INDIANS

A Newsletter of the Office of
The Assistant Commissioner for Education
Bureau of Indian Affairs
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FALL 1968

United States Department of the Interior
Walter J. Hickel, Secretary

BUREAU OF INDIAN AFFAIRS
Robert L. Bennett
Commissioner

Office of The Assistant Commissioner for Education,
Charles N. Zellers

ENGLISH FOR AMERICAN INDIANS is a newsletter intended for teachers and other educators who are involved with the teaching of English in the educational system of the Bureau of Indian Affairs. It is prepared by the Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 under contract with the BIA. Correspondence concerning distribution and editorial content should be directed to Mr. Tom Hopkins, Division of Curriculum Development and Review, Office of The Assistant Commissioner for Education, Bureau of Indian Affairs, 1951 Constitution Avenue, N.W., Washington, D.C. 20242.

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FOREWORD

The Division of Education of the Bureau of Indian Affairs welcomes the first issue of English for American Indians which arrived in our office almost a year to the date following the completion of the report, "The Study of the Problems of Teaching English to American Indians". To us, both of these items represent significant contributions toward the improvement of English language instruction for Indian children.

The Center for Applied Linguistics and particularly Miss Sirarpi Ohannessian are to be congratulated on the excellent content of the Newsletter and we strongly recommend a thorough reading to all Bureau teachers. On the other hand, and to express a policy of the Division of Education, we recommend the reading of this Newsletter to all teachers of Indian children regardless of whether they work in public or private schools.

Two other issues of the Newsletter are to be produced during the 1968-69 school year. It is our hope that the section "Information Exchange" will receive serious consideration by Bureau teachers and administrators and that the remaining issues will be replete with examples of successful programs for Indian students. You are encouraged to submit reports of their activities to enhance the exchange of information among educators concerned with Indian children.

Your comments and reactions to the Newsletter are encouraged. However, and more importantly, as you read the various items keep in mind how the ideas could be applied to the students in your school. Viable ideas, those which grip the imagination of creative teachers, are the foundation of educational innovation. This first issue is a vital step in this direction and others are to come. Your continued interest and concern are invited.

Charles N. Zellers
Assistant Commissioner (Education)

Thomas R. Hopkins
Chief, Branch of Curriculum Development and Review

EDITOR'S NOTE

This newsletter is part of the implementation of the recommendations of "The Study of the Problems of Teaching English to American Indians", July, 1967, which the Center conducted for the Bureau of Indian Affairs, with the help of twelve consultants in linguistics, anthropology, teaching English to speakers of other languages, and allied fields. English for American Indians has three principal aims: (a) to provide information on existing and prospective materials in the field of English as a second language suitable to the needs of American Indian students; (b) to provide a means for the exchange of information between teachers and others involved in the teaching of English in the BIA educational system and to keep them in touch with significant new experimentation, both within the system and elsewhere; and (c) to provide articles of practical interest to teachers of English to American Indians.

For information on instructional and other materials in this field the Center has relied on its extensive collection of materials on English for speakers of other languages, and the experience and contacts of its staff. The emphasis in this first issue has been on American, or American-sponsored materials. We hope, in future issues, to draw attention to non-American materials of possible interest, as well as to more specific categories of materials. Carol J. Kreidler is in charge of this section, which is entitled "The Teacher's Bookshelf".

The information on new developments in BIA schools and on projects conducted under the auspices of the BIA is based mainly on communications from teachers, principals and area officers in response to letters. We would like to express our thanks to all those who responded to our inquiries and to the Washington office of the BIA, for their cooperation. We look forward to receiving information from many more schools and area and regional offices in order to present a wider range of activities in the next issue. New projects, programs, research, and experimentation with methods and materials would all be of interest to colleagues in other schools and the field in general. For developments

outside the BIA we have relied on the resources and contacts of the Center. Sources for additional information are indicated in parenthesis after every item. Ruth E. Wineberg is in charge of this section, which is entitled "Information Exchange".

The article in this first issue, entitled "Beginning School in a Second Language", is by Dr. Lois McIntosh, Associate Professor of English, University of California at Los Angeles. Dr. McIntosh has long been associated with programs in the preparation of teachers and materials for school children, both in the United States and abroad. She has been involved in the training of elementary school teachers at NDEA institutes, and had principal responsibility for the preparation of an elementary level demonstration film on teaching English to young Mexican-Americans of ages six to eight.

The next issue of English for American Indians is scheduled for early in 1969. We would welcome suggestions for the publication and would be glad to try to answer questions that teachers or others might like to direct to the editorial staff on materials, methodology and general classroom problems.

Sirarpi Ohannessian, Editor

BEGINNING SCHOOL IN A SECOND LANGUAGE

By Lois McIntosh

The greatest need of the Indian child, who brings to his early school life his first six or seven years of experience and training in a different language and culture, is probably an adequate command of American English, the language in which he will be formally educated. (Bilingual education, increasingly advocated by thoughtful educators, has not yet fully been developed. It will be some time before Indian children can be educated in both their first and second languages, with the beneficial results of membership in the best of two worlds.)

It is up to us, as teachers of the second language, the school language, American English, to make sure that the learner's introduction to and progress in this new tongue will be as effective as we can make it.

We assume that a second language is acquired by repeated exposure to its sounds and its sentences, and by abundant practice in the use of these in meaningful situations. The learner must hear and understand the sentences, be able to imitate what he hears and understands, and ultimately be able to make independent use of the new language in new situations.

Reading and writing skills, which make up such a large portion of our formal education, must not crowd the early lessons in language acquisition. If the Indian child in Grade One is expected to begin reading at once, he will be handicapped, for he needs to listen to, imitate, and produce meaningfully many English words and sentences before he attempts to decipher their written representation. Even a few weeks of postponing reading at this stage will be helpful. In Grades Two and Three, reading and writing can be successfully combined in the same lesson with oral activity, but even here they should not take up the whole hour. Nor should this practice be limited to the first three grades, but throughout the school years more time and attention should be given to the spoken language.

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Dr. McIntosh is Associate Professor of English at the University of California at Los Angeles.

What is practice with the spoken language, and how do we provide for it in the classroom? Let us look at the language lesson. If it has been prepared by a team of linguists and language learning specialists, much of the teacher's work has been done, for such a team will take into consideration the first language and cultural background of the learner and will present the language carefully, one step at a time, pointing out the learning problems to be met in each particular lesson. The objectives of the lesson will be stated in behavioral terms, and the material implementing the lesson, the steps to take, the vocabulary to use, -- all these will be spelled out.

But what of the many classrooms where the teacher must make do with texts never intended for second language learners? Or, with texts intended for one group of language learners who have little in common with the needs of the Indian child? Here, the task for the teacher is much more difficult, but there are things to keep in mind that will make it more efficient and rewarding.

First, you as a native speaker of English, will be the model for the learner's introduction to the language. Ask yourself some questions. Are you giving the children enough time to hear the sentences of the lesson? Perhaps three repetitions of the same sentence, when first introduced, will be useful. As you repeat, do you hold the sentence steady so that the children can hear the sentence spoken the same way long enough to give them a consistent model to imitate? As a native speaker, you offer a good model to the learners, but be sure that this model is natural and not forced. Exaggerated speech, artificial speech, has no place in the classroom of the second language learner. If you slow down a sentence in order to help the learner, do it so that the rhythm is not destroyed. Remember that the two-word phrase <u>a cat</u> has roughly the same rhythm as the single word <u>above</u>. It is pronounced as a unit, with the article <u>a</u> unstressed and spoken as part of the following word. As you slow down the sentence, be sure to keep the stressed and unstressed portions the same as they would be in more rapid speech.

Contractions are a natural part of speech. If every sentence a child hears is uncontracted, he will not be hearing normal English. Compare these sentences:

That - is - a - very - fine - picture / is - it - not?
That's_a_very_fine_picture / isn't_it?

Note that when we use forms of be (am, is, are, etc.) we normally attach them to the (pronoun) subject.

Remember that you have been using English all your life, and it will take conscious effort on your part to focus on a very small amount of this language for each lesson that you teach. Help the learners by staying with one way of saying something until the class can say it that way instead of offering alternative ways of saying the same thing.

The language lessons for the early years should be planned with certain things in mind. First of all, what behavior do you expect from the learners as a result of this lesson? What will they be able to say when they have finished it? If your lesson is stated in behavioral terms, its objectives could look like this:

By the end of the lesson the children will be able to:

1. Ask the question:
   Does (Joe / Jane) have a/an (pencil, apple)?
2. Respond to the question with:
   Yes, he / she does.
   No, he / she doesn't.

These objectives in terms of what the learners will be able to ask and answer also suggest the teaching points that must be taken up. This lesson has four of them:

1. How to ask yes-no questions with does.
2. Subjects (Joe - he) and (Jane - she) go with does.
3. He replaces a masculine name; she replaces a feminine name.
4. The unstressed vowel /ə/ as in a + noun.

The lesson outlined here is covering an important segment of English, and only by careful 'step at a time' procedures will it be possible for the class to acquire control. If in their first language, your learners do not have pronoun forms for both "he" and "she", but perhaps one form to stand for both, they will have trouble. If they do not form questions with auxiliary verbs (e.g., do, does), as we do in English, there is new ground to cover here too. If you know something about the learner's first language, you will be able to plan how much emphasis needs to be put on each of these points.

The lesson can be divided into three steps or processes: (a) presentation of the new material; (b) practice, varied and meaningful, until the students are at ease with the new material; and finally (c) its use in communication, with the learners making it a part of their language without conscious effort.

Let us consider language practice as the act of carrying on a conversation. The conversation begins between the teacher and the class, and it continues for some time with the teacher in control of the language to be used.

Does (Joe) have a (pencil)?

This is the skeleton of the lesson. The words in parenthesis are merely suggestions of what can be replaced. The words not in parenthesis will be held steady and used again and again. They constitute the sentence pattern.

Teacher: (Holding up a boy puppet, or referring to a chart with a boy on it, or having a boy stand in front of the class holding something):
Does (Joe) have a pencil? (3 times)
Class: Does (Joe) have a pencil? (3 times)
Teacher: Yes, he does.
Class: Yes, he does.

The model has been introduced. Now we begin the conversation.

Teacher to Class: Does Joe have a pencil?
Class to Teacher: Yes, he does.
Class to Teacher: Does Joe have a pencil?
Teacher to Class: Yes, he does.

Next we introduce the negative answer. Here we ask the same question: Does Joe have a pencil? But this time, Joe -- boy, puppet, or picture -- doesn't have a pencil in his hand, and the answer can truthfully be No, he doesn't.

I cannot emphasize too strongly the need to make everything that is said meaningful to the learners. Now that we have modeled the question and both answers with Joe and he as subjects, we go through the same procedure with Jane and she -- girl, puppet, or picture.

With the language thus modeled and partially practiced through teacher to class and class to teacher repetitions,

we are ready to move on to varied practice that will lead to independent use of the language.

So far the class has spoken in chorus. This choral repetition at the beginning of a lesson has advantages in that everybody participates in using the language at the beginning. Any hesitation or awkwardness with the new language can be comfortably worked off in an anonymous chorus. On the other hand, not everybody is getting the sentences right, and you can't always locate the trouble. And the aggressive will make more noise than the shy. So choral repetition should not be the only procedure for practicing the lesson.

We move now from full chorus to one half the class asking the question, and the other half answering. Next Row One asks and Row Two answers; then Student One asks and Student Two answers, until everybody has had an opportunity to speak.

Now with all this asking and answering it is important to provide real situations for the drill. The children should not be asking and answering the same questions to the point where it loses significance. They should be asking about a different boy or girl, a different object: Does John have a book? Does Sally have a ruler? Does Miss (teacher's name) have a watch? They will have to look around at their fellow learners to ask these questions, and the information they get will have some meaning.

To ask questions bringing a negative response, the students will need to be cued. You supply the name of the person and the object -- one that he doesn't have:

Teacher: Tony, eraser.
Student One: Does Tony have an eraser?
Student Two: No, he doesn't.

A chart of several boys and girls holding objects lends itself to this practice as you can transpose names and objects to bring about negative responses.

Remember that it is unwise to ask for two responses -- one negative and the other affirmative -- to the same question: Does Tom have a ruler? Yes, he does; No, he doesn't. This double answer is misleading for though it practices form, it does not tie form to meaning. That is, Tom either does or doesn't have the ruler. He can't have it both ways, and the class will soon detach itself from identification with the people in the drill if it is asked to make meaningless remarks.

So far we have practiced by using variations in repetition and by using substitution. So far the language is still under your control. We move on.

> Teacher: Does Joe have a pencil or a pen?
> Class: A pen. (or, He has a pen.)

The first answer -- a pen -- is the one we often give to such a question. We suppress all but the essential information. If, however, you want the learners to use the form he has, you will model it for them and ask them to use it.

It might be timely to find out if they understand the meaning of "or". Psychologists working with concept development have suggested that if the learner can recognize "or" as having a "perhaps" aspect and offering a choice, he will be able to distinguish it from "and". In other words, while we concern ourselves with language patterns, and while we practice sentences, let us be sure that the learners understand the underlying concepts implied.

We go from "or" questions to other activities. A chain drill is very valuable for moving learners toward independent use of language. It is best done by question and answer, and most effective when the question and answer concern the speakers directly, rather than referring to third persons indirectly.

> Teacher to Student One: Do you have a brother?
> Student One: Yes, I do. (or, No, I don't.)
> Student One to Student Two: Do you have a brother?

This question goes around the class until everyone has asked and answered it. The chain has to have a question that can be answered by everyone, as the question and answer move around the room, and as you listen to each one, the class should be performing independently. This is a time to observe individual performance and to help those who falter.

Correction is a tricky business. If a child makes a mistake, you, the teacher, can gently model the right way, listen to him as he tries again, and go back to him later in the lesson to make sure that he has it right. The practice in some classrooms of having students correct each other and go through an elaborate ritual of asking permission to do so and being thanked by the one who made the mistake tends to make too much of a simple error and to take up too much time.

These young learners need a change of pace and setting,

a variation in the activity. As soon as possible, give them an opportunity to leave their desks, to work in small groups around you, to move about the room as they practice their sentences. Simon says is a wonderful device for training in comprehension. If your learners will begin to respond to what Simon tells them to do, and to remain motionless when the request does not come from Simon, they will be learning to understand commands in English, and learning to discriminate among the commands.

Physical activity should also be used for language practice. As they move around the room, either responding to Simon or to you, they can pick up and identify objects: This is a map. This is a red book. They can "bring" objects to you and tell you what they are, and "take" objects to someone else and identify them. They can be helped to make categories -- a big step in concept development. Simon says: Bring all the animals to the table. If they bring the toy cats, dogs, horses, and cows, and if they do not bring the toy trucks and automobiles, they are learning to classify things in categories. If one boy or girl, at your request, puts a pencil on the shoe box, in the shoe box, or by the shoe box, and then asks others where it is, the class can chorus its location and practice prepositions.

Language practice can be carried on in many ways. Beyond the formal drills, beyond the choral repetition and the substitution, lies a whole world of activity. Songs can offer practice on critical sounds. Dances can release young spirits, and teach them more language. I am referring here to the dances of the school world, for the dances of their own culture rightfully have no place in the second language situation. "Right" and "left" can be taught with the song and dance that begins and ends with the Hokey Pokey. A little song about a bell will help them practice the /l/ that follows vowels -- a difficulty for some speakers.

Role playing is another very good way to ensure language practice and ultimate independence. A child with a piece of chalk faces the class as the teacher. A child behind an improvised counter is the storekeeper. A child with an appropriate hat or badge is a policeman, a fireman, or a postman. With some help from the language they have practiced, they can act out new identities.

One excellent source for role playing is, of course, the stories that you tell them, and the stories that they are beginning to read. "Little Red Riding Hood" is full of action, and there are plenty of parts in it, both animal and human. "The Three Bears" has wonderfully repetitive complaints. However, sometimes the story itself is in a language beyond the abilities of the learners.

One class saw on film strip and heard from the teacher the story "Make Way for Ducklings", that fine tale of the family of mallard ducks and their nesting near a pond in Boston Common. Now the language of that story was not controlled for second language learners, but the teacher extracted from it certain sentences with "ings": the little ducks are swimming, they are eating, they are walking, they are flying. The class became little ducks and learned to make gestures and tell what they were doing. Next a guessing game was introduced. One boy went to the front of the class, turned his back, and closed his eyes. The rest of the class stood in the aisles and silently made swimming gestures, flying motions, and all the rest.

The boy called out:	Are you sleeping?
The class answered:	No, we're not!
The Boy:	Are you flying?
The Class:	Yes, we are!

Here was conversation, here was practice with questions and answers, and here was a whole class caught up in the role of the ducks.

The same story was mined for preposition practice. As the children acted out the story of the ducks' march through Boston traffic, there were boys on motorcycles, girls in cars, children on bicycles and a policeman at the crossing. That is, the children marched around the room or stood their ground proclaiming that they were in this or on that. Three boys, arms linked, marched around the room, proudly and firmly stating that they were on a bus. The coveted roles fought over by the boys were those of the traffic policeman and the Mother Duck!

This is just one example of what can be done. If the story is full of action, if it has many parts, if it can be told with dramatic impact, and told many times, it can be used for many purposes over many days.

The best stories often come from books and the language is frequently that of earlier times. In such cases, do not hesitate to bring the language up to date. (For example, Begone should be changed to Go away.)

If your learners are having trouble with their required readers in Grades Two and Three, look critically at the language of the stories. Much has been said about the inappropriate social content of these books -- stories in which children do, say, and have things that your learners have had no experience with. Beyond that, although vocabulary may be strictly controlled, the length of sentences and the

complexity of the syntax may not have had the same attention. One way to help your learners with these stories is to take any sentence that has more than one clause in it and make a separate sentence of each clause. If there is inverted word order (scarcely had they sat down) change it to normal word order (they had scarcely sat down). Use nouns as subjects, put verbs in the indicative, and put in parenthesis connectors such as when, until, although. Once the message has been deciphered, put the sentences back together again.

As we look at the books the student must learn from, we should ask ourselves whether we have prepared him with enough language so that he can interpret these pages. Do the phrases and the language of the text, which we tend to take for granted, have any message for him?

Mrs. Laura Atkinson, a consultant in the Albuquerque public school system, asked herself such questions as she looked through the second and third grade readers that were used in the city schools where there are many second language learners. Then she made a series of scrapbooks to illustrate the meaning of such abstractions as when, while, and as soon as. Asking "How soon is as soon as?", she showed with pictures and captions actions of different duration. As soon as the baby learned to walk (one year); as soon as the water began to boil (a few minutes) and so on. Attention to this one phrase and the interpretation of it helped readers who were fragmenting sentences and taking one word at a time. This attention to language, this making sure that the things we take for granted make some sort of sense to our learners, is essential.

But let us return to language activities not derived from stories and books. Field trips and new experiences will be rewarding if they are prepared for in advance. The experience of encountering the new and different will be sharpened if the children know how to say, and are encouraged to do so ... "Look at the... "I see a... "I hear a... "I like that one."

If they go to school in a city, there are things to look at and talk about: traffic lights and what they tell us, categories of buses and cars and trains, or of people, or of buildings. If their school is on the reservation, they can hear and use a great deal of English if you help them. Have them explore the fields around the school and say that they see a cloud, or a flower, or a distant bird. Have them say that they hear a plane, or a field mouse, or the wind. We must help them use language, and we must make sure that the language they use has meaning for them. As you go upstairs or climb a hill with them, chant up, up,

up, with them. Act out directions and supply the language. Help them count more than just numbers -- have them apply the counting to people and objects. Language at all times should have function and meaning.

Since English is the language of their school world, let's help them meet the many situations in which they will need to have an adequate command of the language. Use the environment as much as possible to make tangible and real the language they are using.

Does every language lesson move them one step further in the direction of free communication in English? Does it end in improved school behavior, in the learner's increased confidence and ease in meeting the problems of the school? Can he go to the school librarian or to the principal's office and make clear and intelligible requests for information? Can he report back to the classroom in such a way that communication is clearly established?

Tests of language control need not always be formal pencil and paper affairs. Rather they should rest on performance. If children hold objects behind them and answer the guesses and speculations of the others who want to know what they have, they are passing the test of using language independently and accurately. If you give them a series of commands, or if Simon does, they are passing a test of comprehension when they can follow the commands and requests.

Finally, if every language lesson focuses on a manageable and useful portion of English, and if the learners listen to it and really hear it, imitate you and really say it, and move on and really use it in new situations, then their ultimate language behavior will be that of individuals successfully functioning in a world no longer alien and frustrating.

THE TEACHER'S BOOKSHELF

By Carol J. Kreidler

I. FOR THE TEACHER'S REFERENCE

It seems appropriate in the first issue of English for American Indians to discuss materials that are available to the teacher who has non-English speaking students in his class. The books that are mentioned here, often well-known to those who have studied in the English for Speakers of Other Languages (ESOL) field, are for the teacher's background reading as well as for his consideration as classroom texts. Many considerations entered into the selection of this first list of books: pertinence to the Indian classroom, general availability, recent publication, etc. The result is a highly selected list of materials for the introductory purposes of this issue. We hope to bring other materials to the attention of the teacher in future issues.

The teacher who finds himself teaching English to non-English speakers has to have much more preparation than one who has been trained to teach only native speakers. He is an English teacher, a foreign language teacher, and more all rolled into one. He must know about English phonology to help his students with mispronunciations in English; he must learn to understand how the student's native language interferes with his learning English easily; he must learn a new set of techniques if his students are to learn the language itself, rather than facts about it. The books that are discussed here should help the teacher become more effective and efficient in the ESOL classroom.

One of the first American books in this field is Charles C. Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: Univ. of Michigan Press, 1945; 153 pp.). Even though it was written almost 25 years ago, it is still considered a classic. It gives an excellent introduction to the general field and especially to the approach developed at the English Language Institute of the University of Michigan. (This approach is illustrated in the series of textbooks by Robert Lado, Charles C. Fries, and others, An Intensive Course in English, Rev. ed., 4 vols., Ann

Arbor, Mich.: Univ. of Michigan Press, 1958-64.) Teaching and Learning English is a good exposition of the oral approach and of the importance of basing teaching on points of contrast between the student's native language and English.

Writing with the idea that some linguistic sophistication can help an adult to learn a foreign language -- any foreign language -- more efficiently and more easily, William G. Moulton has produced A Linguistic Guide to Language Learning (New York: Modern Language Association of America, 1966; 140 pp.), a book that is helpful not only to laymen but also to teachers of modern languages. Although the examples are not entirely drawn from English, there is a great deal of good information about the sound system of English, its grammatical system, its word categories, and the problems that speakers of some other languages encounter when certain parts of these systems in English show contrasts with parts of the systems of their own languages. Writing systems are also discussed. The book contains a short, annotated bibliography. Anyone who has an interest in his own language or in language in general should know this book.

Another very practical and readable introductory book was written by Earl W. Stevick, Helping People Learn English: A Manual for Teachers of English as a Second Language (Nashville, Tenn.: Abingdon Press, 1957; 138 pp.). This book was written for teachers who have had no special training to teach English to foreigners. The first part of the book gives specific advice and suggestions for classroom activities; the second part contains useful information on the sound system and the grammatical system of English. Although slanted toward being used in a foreign country, most of the techniques and suggestions might be used anywhere. The book should be especially valuable to those who are also teaching in adult basic education programs.

A second very helpful book by Stevick is A Workbook in Language Teaching: With Special Reference to English as a Foreign Language (Nashville, Tenn.: Abingdon Press, 1963; 127 pp.). This book has been used successfully in training new teachers and in in-service training for experienced teachers. The workbook is divided into three sections: one section gives information on English phonology; another, on types of drills; and the last, on the grammatical system of English. Although the book is not programmed, the exercises are so arranged that the user discovers for himself such things as the difference between sounds and letters, what minimal pairs are, what a sentence is, and how to construct certain drills. This technique enables the user to

develop or improve skills he needs as an effective teacher.

For information on problems of interference from the student's native language in the learning of English, the teacher might wish to consult Robert Lado's Linguistics Across Cultures: Applied Linguistics for Language Teachers (Ann Arbor: Univ. of Michigan Press, 1957; 141 pp.). Written for teachers, this book shows how to compare various parts of two languages in order to determine the problems students from one language background will have in learning another language. There are chapters on the comparison of sound systems, grammatical systems, vocabulary systems, writing systems and cultures.

Professor Lado has also written a general methodology book, Language Teaching: A Scientific Approach (New York: McGraw-Hill, 1964; 239 pp.) covering the whole area of language teaching, not just the teaching of English. The section entitled 'Language Teaching' is extremely practical, giving techniques for teaching pronunciation, intonation and rhythm, grammar, vocabulary, reading, writing and literature, with a variety of suggestions on pattern practice. Also discussed is language testing. The section entitled 'Technological Aids' contains discussions of the language lab, visual aids, teaching machines and programmed instruction.

Another practical methodology book is Mary Finocchiaro's English as a Second Language: From Theory to Practice (New York: Regents, 1965; 143 pp.). After a brief discussion of the English language the book continues with information on curriculum development, lesson planning, adaptation of textbook materials, and testing and evaluation of students. Numerous techniques for teaching pronunciation, grammar, vocabulary, reading, and composition are presented.

Few books have been written on teaching English to elementary school age speakers of other languages. Faye Bumpass's book Teaching Young Students English as a Foreign Language (New York: American Book Company, 1963; 198 pp.) contains a wealth of techniques that the elementary school teacher can put to immediate use in the class. One especially interesting chapter gives in detail a technique for telling the story of The Three Bears. The story and illustrations appear on one page; the facing page contains complete instructions for telling the story with flannel board cutouts. Another chapter contains songs, choral drills, and games. This is a good source book for oral language activities.

A collection of writings on methodology can be found in the volume compiled and edited by Harold B. Allen, Teaching English as a Second Language: A Book of Readings (New York:

McGraw-Hill, 1965; 406 pp.). It contains selected articles drawn from the works of American, British, Australian, Canadian, and Philippine writers on this and related fields. After an initial section on theories and approaches, four parts are devoted to the teaching of English speech, structures, vocabulary, and usage and composition. These are followed by sections on teaching the printed word, methods and techniques, teaching with audio-visual aids, and testing.

The ESOL teacher also needs information on the structure of the English language. For trends in modern thinking about grammar, the teacher can consult A Practical English Grammar, prepared by English Language Services, Inc. (New York: Collier-Macmillan, 1968; 243 pp.). This reference grammar, which contains a few diagnostic exercises at the end of each chapter, was really written for intermediate or advanced non-native speakers of English; however, the teacher should find it helpful for explanations of problems his students have, or for preparing supplementary material. The chapter on modals should be very useful. The authors have attempted to make use of the more recent work of linguistic scientists and the definitions and general orientation of the book reflect this. The terminology used, however, is traditional. A separate programmed workbook is available.

If the teacher needs information on the phonology of English, there are two books that might be consulted. One is English Language Services, Inc., English Pronunciation: A Manual for Teachers (New York: Collier-Macmillan, 1968; 97 pp.). This book is written mainly for teachers of adult foreign students, as is evidenced by many of the suggestions in the chapter entitled 'Teaching and Learning Correct Pronunciation.' The book is a practical, well-written introduction to English phonology for the teacher who has had little or no training in linguistics. As in so many of the phonology texts written for teachers, the transcription presented is not the one used in most teachers' materials for elementary or secondary levels, and there is no table of equivalents of transcriptions. There are also no exercises, but the introduction suggests use of English Language Services, Inc., Drills and Exercises in English Pronunciation (3 vols., New York: Collier-Macmillan, 1966-67). English Pronunciation: A Manual for Teachers includes many teaching techniques which are widely used and which are usable or adaptable for classes in BIA schools.

The teacher interested in learning more about theory will want to read C. D. Buchanan's A Programmed Introduction to Linguistics: Phonetics and Phonemics (Boston: D.C. Heath, 1963; 270 pp.). As the title implies this programmed

course is a university level introduction to part of the field of linguistics -- phonology. It is self-instructional, so that a teacher who wishes to learn about some of the terminology and basic theory in the field can do so on his own. One drawback again is that the material is based on a system of transcription (Trager-Smith) which is not used in most teachers' materials, although it is widely used in other linguistic books the teacher might wish to read.

Undoubtedly many of the teachers who read this column have access to language laboratories of one type or another, or they wish they had access to one. Although a language laboratory is not essential to good language teaching, if there is one available, and if it is used properly, it can be of great help to a teacher. Edward M. Stack has written a good reference book for those who have language laboratories, The Language Laboratory and Modern Language Teaching (Rev. ed., New York: Oxford Univ. Press, 1966; 234 pp.). There are, in addition to suggestions and techniques for the administration and the mechanics of the laboratory, descriptions of techniques for classroom teaching, preparing laboratory drills, and integrating the work of the classroom and the laboratory.

Every teacher needs to know where to find out about materials and new developments in his field. There are two excellent sources of information available to the ESOL teacher. One is a fairly comprehensive annotated bibliography, Sirarpi Ohannessian, and others, Reference List of Materials for English as a Second Language: Part 1 and Part 2 (Washington, D.C.: Center for Applied Linguistics, 1964-66; a supplement for 1964-1968 materials is forthcoming this fall). These volumes list books and articles by teachers around the world. Part 1 covers texts, readers, dictionaries and tests; Part 2 contains materials on linguistics, the English language, and methodology. The supplement contains more recent items of both types. The English for Speakers of Other Languages Program at the Center for Applied Linguistics also publishes shorter bibliographies, including Selected List of Materials for Teachers of English to Speakers of Other Languages, English as a Second Language in Elementary Schools: Background and Text Materials, and bibliographies on aural and visual aids.

The other principal source of information about materials and new developments is Teachers of English to Speakers of Other Languages (TESOL), the professional association of teachers in the field (Dr. James E. Alatis, Executive Secretary, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007). The proceedings

of the first three conferences of the association are contained in On Teaching English to Speakers of Other Languages: Series I-III (Virginia French Allen, Carol J. Kreidler, and Betty Wallace Robinett, editors, Washington, D.C.: Teachers of English to Speakers of Other Languages, 1965-67). Included are some theoretical papers and many very practical ones. There are papers of interest to teachers of any age group and any level of instruction. Papers presented at later conferences are included in the association's journal, the TESOL Quarterly (Washington, D.C.: Teachers of English to Speakers of Other Languages, 1967-). The association also publishes the TESOL Newsletter, which provides information on new programs, publications, research projects, and items of current interest. Publication of the newsletter is occasional.

II. FOR THE CLASSROOM

The course materials discussed below, although mostly general in orientation, are all worthy of consideration for adaptation to the needs of the Indian student. In general, the materials listed here are series of basic texts rather than individual textbooks. All reflect up-to-date thinking about ESOL teaching.

A. Elementary level

Three sets of materials for the elementary level seem to be carefully sequenced and to approach English as active and interesting. The Fries American English Series: For the Study of English as a Second Language (Pauline M. Rojas, Director; Charles C. Fries, Consultant; and Staff; 11 vols., Boston: D.C. Heath, 1952-57) is well-known in Indian schools. The Puerto Rican Department of Education is now involved in writing a new series, American English Series: English as a Second Language (Puerto Rico, Dept of Education, Adrian Hull, gen. ed., Boston: D.C. Heath, 1965-). Although this series was originally planned as a revision of the Fries American English Series, changes in content and format really make it a new series. The books are appearing at the rate of one set (student's book and teacher's manual) each year, and although the editor of this column has seen only the first two sets, it is probable that the third year materials are published.

In this series, as in the older one, the Teachers Guides are indispensable. They contain a reduced replica of each page of the student's book with instructions and suggestions for drills and teaching procedures, and intonation

and stress marking for reading. Each unit is about a week of class work and each contains three divisions: oral practice, followed by reading and writing of the practiced items; a reading section, usually in dialogue form with a continental American cultural situation; and production practice with spoken and written forms in controlled situations. Additions to this series include lists of structures and vocabulary, a glossary of terms and a chart of phonetic symbols.

Another set of materials, Gonzalez Wheeler's Let's Speak English (6 vols., New York: McGraw-Hill, 1967) is an attractive, graded and controlled series for the first six grades. The series is designed to teach spoken English; however, if the teacher desires to include reading and writing, there is ample, integrated material provided by the text material which faces the pictures. The names of the children are chosen to represent the vowel sounds of English, and when the children get last names (Book 2) the names are coordinated so that major pronunciation contrasts which cause difficulty for many students may be practiced. (Examples are Lee Lynn and Gus Cobb.) The first three books provide generally structured practice in situations of interest to the age level of the student. From Book 3 on, an "adapted programmed procedure" is used for built-in review; it consists of a problem sentence, a "key" to indicate how the student should act on the sentence, and two pages later the correct answer is given. The material in Books 4-6 is divided into three-part units: Part One, a dialog situationally illustrated; Part Two, exercises; and Part Three, the "Program Steps". Color is used extensively in illustrations and to coordinate parts of lessons and highlight "language hints" and "word study". In each book there are instructions to the teacher mainly regarding the handling of various drill types.

The Miami Linguistic Readers (53 vols., Experimental ed., Boston: D.C. Heath, 1964-66) are a very carefully organized and controlled set of beginning reading materials for elementary schools. The program includes: Pupil's Books (21 preprimers, primers and readers) which although they are only in black and white appeal to children in both content and illustration; Seatwork Books (16 workbooks) which provide for writing practice; Teachers' Manuals (16 volumes) which provide guides and techniques for handling each part of a lesson as well as language practice techniques; and "Big Books" which are charts for language practice.

Although entitled "readers", this series is intended not only to teach reading but to practice listening,

speaking and eventually writing as well. The aim is to practice during the English class the basic oral language patterns the children will hear and need to use throughout their school day, in all of their subjects. The language chosen is appropriate and interesting to children, yet it is carefully structured so that in the English class, at least, practice will be systematic, controlled (both in grammar and in vocabulary), sequenced, and reinforced at suitable intervals.

The Introductory Unit provides readiness activities for reading, writing and oral language. In Unit One, reading is introduced, and writing shortly thereafter. The titles of the first few readers, Biff and Tiff, Nat the Rat, Kid Kit and the Catfish, Tug Duck and Buzz Bug, demonstrate the way the materials in the early stages are limited to words with regular sound-spelling correspondences so that the student is not confused by a variety of patterns and can focus his attention on the skills involved in reading. Each activity reinforces what is learned through the other activities. These integrated materials are attractive and easy to use and will lead very nicely into later schoolwork.

B. Secondary level

The following are a few good secondary school series and may be useful, although they were developed for overseas schools.

English This Way (English Language Services, 16 vols., New York: Collier-Macmillan, 1963-65) is a six-year course for English classes overseas where English instruction begins anywhere from the third to the seventh year of schooling. Lessons in this series contain dialogues, pattern sentences and substitution drills, pronunciation practice in the first four books, oral and written exercises, picture exercises and, beginning in Book 3, readings. The books use the inductive approach for the presentation of grammar points and new vocabulary. Examples of grammatical patterns rather than grammatical explanations and new vocabulary items introduced in context are illustrative of this inductive approach. Attractive black and white drawings are used for illustration, explanation and drill. The Teacher's Manual gives techniques for teaching the various parts of the lessons and the Key provides answers to the exercises with some notes on special points or problems.

English for Today (National Council of Teachers of English, William R. Slager, Ralph F. Robinett, and others, eds., 8 vols., New York: McGraw-Hill, 1962-66) is also a six year course. The series is linguistically based and

graded. Because it is not oriented toward a particular language or cultural background, it could be used in Indian schools with some American cultural orientation added. The first three books introduce basic grammatical patterns and vocabulary. There is very strict control in these lessons. Book One begins with statements, questions and answers using a vocabulary of only 23 words with is as the only verb. Book Four is a grammar review. Books Four and Five contain reading passages with comprehension questions, grammar sections, and exercises for oral and written practice. Book Six is an advanced anthology of all types of literature by well-known authors from many parts of the English-speaking world. The only exercises are those for checking comprehension. The teacher's edition for each volume begins with general comments on teaching procedures and notes on each lesson. Two workbooks, picture cue cards and tapes are available to accompany Book One.

Mary Finocchiaro's Learning to Use English (3 vols., New York: Regents, 1966) is designed for eleven to eighteen-year-old learners. The first book is for beginning students, and the second for intermediate level students. Some hints are given for adapting the materials either for adults or for younger children. Each of the twenty-five units of the series contains a dialogue; pronunciation practice; useful words and expressions; patterns of language, including explanatory charts and numerous drills; pattern practice; conversation practice; listening, speaking, reading, and writing practice; and games and activities. A single Teacher's Manual for both books, in addition to providing hints for the presentation of various parts of the lesson and discussion of the phonology and grammar in each lesson, suggests materials to use in class and gives an optional translation drill.

Although not basic course material, A Course in Controlled Composition: Ananse Tales (Gerald Dykstra, Richard Port and Antonette Port, 2 vols., New York: Teachers College Press, 1966) is unique and is included here because of the present interest in teaching composition. This charming collection of West African folk tales about Ananse, an almost-spider, could serve as a model for teaching controlled composition to people of any culture. If there are similar tales in the American Indian cultures with which you are working, the technique could be used with a carefully worked out selection of those. Following each short story the student is asked to write the story, usually changing it slightly; for example, changing pronouns and making the necessary verb adjustments, changing tense, adding adjectives or

adverbs, or combining sentences in various ways. These 'steps' are carefully sequenced and the student progresses at his own pace (namely, when he has written an error-free story according to the directions for that step). The teacher's guide explains the point of each activity, and gives suggestions for grading. This course is for students at the intermediate level or beyond. It is not suitable for beginning students since it assumes a command of the basic patterns of English.

C. Adult education

Teachers are often called upon to teach as volunteers in basic education classes. There are not many texts for non-academic adults and many of those that have been written are aimed at the immigrant who lives in a large American city. There are, however, one series and one individual book that seem to the editor to be useful for Indian students.

The individual book is Elizabeth G. Mitchell's Beginning American English: A Conversational Approach to the Study of English (2nd ed., 2 vols., Englewood Cliffs, N.J.: Prentice-Hall, 1965). This well-developed, interesting set of twenty-five units is for beginning adult students. Simple, uncluttered drawings are used to illustrate dialogues and focabulary and for drilling grammatical patterns. Each unit contains dialogues, vocabulary and some pronunciation practice, sentence structure and intonation practice, and review. The Teacher's Manual, in addition to a discussion of methodology, gives detailed instructions for teaching each unit.

English 900 (English Language Services, 13 vols., New York: Macmillan, 1964-65) is a basic course which derives its name from the 900 base sentences which are presented in the six texts. Each of the units in the texts consists of a group of base sentences, intonation practice, questions and answers or verb study, reading (beginning in Book Two), conversation, and various drills and exercises. The content of the lessons, although not aimed at the adult Indian population, is sufficiently general that adaptation of the materials for Indian use would probably consist of changing only a few vocabulary items. The Teacher's Manual contains sections on classroom techniques, lesson and course planning, grammar notes on each book, and a general word list. To complete the course there are six programmed workbooks in which the student fills a blank. If he gives the correct response, he proceeds; if not, he goes on to more study items and a retest before proceeding. Supplementing

the program are five of the numerous readers of the Collier-Macmillan English Program. 180 tapes are available.

III. SPECIFICALLY ORIENTED TOWARDS SPEAKERS OF INDIAN LANGUAGES

The following items, all locally prepared and produced rather than commercially published, are examples of materials written specifically for particular Indian groups.

English as a Second Language for Navajos: An Overview of Certain Cultural and Linguistic Factors (Window Rock: Navajo Area Office, 1967; 154 pp.) was prepared by Robert Young as material to accompany a series of lectures given at an institute for teachers of Navajo children; it is still in draft form. The aim of the lectures, for which the materials serve as notes, was to give the teachers "a modicum of insight into the world-view of the Navajo through the window of the Navajo language". The book comments generally on culture, language and cross-cultural communication, then sets about a comparison of phonological and grammatical features of English and Navajo, constantly pointing out different approaches to reality implicit in language differences. A final section neatly summarizes the most striking areas of difference in two parallel columns for easy reference. No implications are drawn in the book for approaches to teaching on the basis of the information presented, but the material is comprehensive and detailed, and can be put to a variety of uses.

Examples of the types of materials that can be developed on the basis of facts and insights such as those contained in this book are the two following items, the first a handbook for teachers, the second a set of course materials.

A Teacher's Guide for Teaching English to Native Children of Alaska (Eskimo and Athapaskan) (College, Alaska: Alaska Rural School Project, Univ. of Alaska, 1968; 40 pp.), edited by Donald H. Webster and Elliott Canonge, has two main purposes: to outline for teachers the structure of Eskimo and Athapaskan and ways in which these differ from English; and to suggest types of exercises by which certain English patterns can be practiced, taking detailed account of the difficulty caused by the differences in the students' languages. An introduction explains the types of problems to be dealt with, and some techniques for teaching. The following two sections briefly compare, respectively, Eskimo and Athapaskan with English in the areas of phonology, grammar, gesture and culture. The third part, Drill Supplement,

keyed to sections in the comparative analyses, suggests sample words and sentences to practice the English forms. A great deal of attention is given throughout to cultural appropriateness. Although only a limited amount of material can be covered in a handbook of this size, this is a very valuable tool for teachers.

A Course in Spoken English for Navajos, by Vincent DeNunzio (4 vols., tapes and transparencies., U.S. Dept. of the Interior, Bureau of Indian Affairs, Division of Education, 1967) was based on Robert Young's studies of Navajo and is intended to develop oral fluency in upper grade and high school students with some training in English. The Teacher's Guide contains explicit statements of the differences in sound and grammatical structure between Navajo and English, and the lesson materials (First Year Program and Second Year Program) reflect the differences. The course combines teacher and taped instruction. Week-by-week lesson plans are provided, as a guide to the teacher. The framework of each lesson, on tape, includes a dialogue and several exercises on pronunciation, structure and situational usage. Further materials, mostly readings of a wide range of types, are provided for language and cultural enrichment. These readings and the pronunciation materials are collected in a manual for the student, Enrichment Materials for First and Second Year Language Laboratory Program. Not as strictly oriented toward the Indian culture as the teacher's handbook (by Webster and Canonge) noted above, these materials are intended rather to acquaint the students with general American culture and way of life.

The materials mentioned above are certainly not all that is available to the ESOL teacher. There are many interesting books and courses that have been prepared by the British and others; there are more materials prepared and being prepared by Americans; there are materials that would be considered supplementary in that they add information or drills to various parts of existing courses. Future issues of English for American Indians will include further information on all of these categories. If any of the readers of this newsletter know of materials that they feel should be brought to the attention of the other readers, particularly materials prepared specially for American Indians, a note to Miss Ohannessian or Mrs. Kreidler would be most welcome.

INFORMATION EXCHANGE

by Ruth E. Wineberg

I. DEVELOPMENTS IN BIA SCHOOLS

Situational Approach in Teaching English. A situational approach to the teaching of English using toys in the classroom was developed by the Guidance Department of the Aneth Boarding School. Additionally, classroom instruction in ESL was reinforced daily in other classes, including mathematics, science, health, social studies and physical education as well as in the cafeteria situation. (David C. Everett, Acting Principal, Aneth Boarding School, Aneth, Utah 84510)

Cultural Enrichment for Pima Children. During the 1967-68 school year, conversations, stories and pictures resulted from a trip to San Diego, California, where Pima children from the Casa Blanca School visited the zoo, naval shipyards, a submarine base and the Point Loma light house. (Gwendolyn E. Dimler, Casa Blanca Day School, Bapchule, Arizona 85221)

Another group of the children from Casa Blanca School visited various sections of Arizona during the year. As a result of these trips to the mountains, museums, sawmills, copper mines and other points of interest in the state, the children took part in free discussion and often worked independently in seeking words they needed for their work. (Rose S. Boughen, Casa Blanca Day School, Bapchule, Arizona 85221)

A third group of Pima children at Casa Blanca became pen pals with children in Alabama, New York and California schools. In addition to exchanging letters telling about their families, home and school, the Casa Blanca children sent cacti, art work and tape recorded stories to their friends in the other schools, and received supply kits and numerous books in return. (Fred A. Dimler, Principal-Teacher, Casa Blanca Day School, Bapchule, Arizona 85221)

Developmental Reading Program. During 1967-68, 268 ninth

graders at Chemawa Indian School participated in a reading improvement program. A reading laboratory divided into five stations -- controlled reader, reading pacer, listening, vocabulary development, and study skills -- allowed the student to work independently at each station, where he operated the machine and used the materials at his own pace. The project also emphasized the use of library books and improvement of writing skills. (H.O. Walters, Superintendent, Chemawa Indian School, Chemawa, Oregon 97306)

Student-Operated Bank. Fifty-eight students at Chemawa High School operated the student bank during 1967-68. Under the general supervision of the school bank training instructor, students gained experience in receiving deposits, keeping account records, balancing cash and accounts, and making change. In addition to handling accounts of individual students, student organizations, veterans benefits and social security, customer service included instruction in the use of check books, how to make out deposit slips, how to establish savings accounts, and how to use and interpret bank statements. (H.O. Walters, Superintendent, Chemawa Indian School, Chemawa, Oregon 97306)

Schoolwide Multimedia Project. In fall 1967 under Project Discovery, a multimedia program was begun at Chuska Boarding School, where there are more than 600 students in grades beginner through eight. Audio-visual equipment and materials covering a wide range of subjects including science, geography and health were made available to teachers and students for classroom and out-of-class programs and projects. Students in the upper grades and staff were instructed in the use of the 16mm film projectors, filmstrip projectors, overhead projectors, tape recorders and earphones, and phonographs. In addition, a library of films, filmstrips, transparencies, tapes, maps and other materials was set up and both students and staff encouraged to use these new resources.

In the first year of operation (1967-68), many students showed increased interest in doing independent research on topics of their choice using the new materials library, became more fluent and spontaneous in their use of English in giving oral reports and participating in class discussions, and demonstrated a sense of personal accomplishment in being able to operate the various pieces of equipment and share their new knowledge with others. (Ruth E. Werner, Principal, Chuska Boarding School, Tohatchi, New Mexico 87325)

INFORMATION EXCHANGE

Social Studies. Sixth graders at Hotevilla Day School had opportunity to use and increase their proficiency in English as they studied about other lands and people around the world. In addition to learning about climate, food and crops, wildlife, and the ways and customs of the people, the students learned folk songs of different countries. At the conclusion of the unit, a program was planned for parents and friends. Some of the children gave short talks about the regions they had studied, and the class sang some of the folk songs representative of the various countries. (Katharine L. Tanner, Elementary Teacher, Hotevilla Day School, Hotevilla, Arizona 86030)

ESL Achievement Award. An ESL achievement award, along with other awards, was presented to one student from each class at the Leupp Boarding School at the end of the 1967-68 term. Students were selected on the basis of their progress throughout the year. The name of each student was engraved on a plaque which was hung in the main lobby of the school, and the names of award winners will be added each year. (Susan Relyea, Leupp Boarding School, Winslow, Arizona 86047)

Language Laboratory Program. A program aimed at helping Navajo students improve their pronunciation of certain English sounds was developed and tried out at Leupp Boarding School during the 1967-68 school term. The laboratory materials, designed to supplement the Fries-Rojas American English Series, covered the English sounds found most frequently difficult for Navajo children to learn. In addition to taped exercises, including sentence patterns from the Fries-Rojas series, tongue charts, posters and paper games were made.

To test the effectiveness of the taped exercises, the sixth, seventh and eighth grades were divided into four groups -- two lab groups and two control groups. The lab groups had two days a week of lab instruction in addition to three days a week of classroom work using the American English Series, while the control groups had the classroom work only. At the end of the year, children from each group were individually taped in a spontaneous reading of a selection from the Roberts English Series. A comparison of the number of mistakes made by each child in the pronunciation of key-noted sounds indicated that children having laboratory practice made fewer mistakes than those not using the taped exercises. The program demonstrated that a formalized approach to the production of sounds

was helpful in all grades to supplement the Fries-Rojas materials; that such a program was useful as a preventative [of pronunciation errors] in the primary grades; that certain sounds were more troublesome than others for Navajo children; and that the language laboratory was a highly motivating tool of instruction. (Susan Relyea, Leupp Boarding School, Winslow, Arizona 86047)

Summer Work-Study Program. One hundred incoming freshmen at Oglala Community High School participated in a three-week work-study program during June 1968. Designed to orient the students for 1968-69 school year, the program also provided cultural enrichment activities. Students attended classes in communication, science and mathematics during the morning and carried out work assignments and recreational activities during the afternoon. Academic work included American and British literature, reading with emphasis on vocabulary building, music fundamentals, mathematics as applied to banking techniques, geography and astronomy. Recreational activities included swimming and bowling. A four-day tour of the Denver, Colorado, area concluded the summer project. (Orrin Morrow, Acting Principal, Oglala Community High School, Pine Ridge, South Dakota 57770)

Speech Contests and Book of Indian Legends. During the 1967-68 school year, many students from the Phoenix Indian School participated in oratory contests. Several pupils received awards and it was felt that the class work in oral practice drills had not only increased the students' proficiency in the use of English but had also increased their self-confidence in speaking.

Also during the year, a book of Indian legends written and illustrated by the students was produced and given to the students. From this collection of stories, oral practice drills were prepared with the assistance of Dr. Faye L. Bumpass. (Rosemary Davey, Phoenix Indian School, Phoenix, Arizona 85011)

Assembly Programs. Planning and preparing assembly programs, a regular activity at Pima Central School, gives fifth and sixth grade children an opportunity to use their English. The students choose a theme, and write the script, which is usually patterned after a television variety show, including commercials. Myths and folk tales have been used as well as the Time Machine idea. Children came out of the Time Machine and presented their jingles about famous historical

figures and their activities. (Karen Brickner and Lilian Bahr, Pima Central School, Sacaton, Arizona 85247)

Experiment in Bilingual Education. In February 1967, a bilingual program for the beginners class, coordinated by Dr. Rose Ann Sandoval Willink, was begun at the Rock Point Boarding School. Two bilingual classrooms were set up in which the Anglo teacher spoke only English, and the Navajo teacher only Navajo. Each teacher gave language instruction to quarter-class groups (six to eight students) four times a day. The intensive ESL instruction seemed to be most helpful. In Navajo some of the children progressed to being able to "sound out" short sentences in Irvy Goossen's Haa ́shå Diné Bizaad Deíídíiltah: Let's Read Navajo by the final weeks of school.

Mathematics was taught with manipulatable materials in parallel Navajo and English half-class sessions. Some work was done in social studies and science, but the major emphases were on ESL, Navajo reading-readiness and reading, and mathematics. (Wayne Holm, Principal, Rock Point Boarding School, Chinle, Arizona 86503)

Pima Culture. Several Pima elders visited the fourth grade class at the Salt River Day School once a week during the 1967-68 school year, in order to tell the Pima children about their culture and language. The fourth graders also learned some of the Pima legends, songs and dances, which they in turn shared with non-Indian children in other schools. Exchange visits between Indian and non-Indian children were preceded with letters, tape recordings, and pictures. This cultural enrichment activity not only held the attention and interest of the class, but stimulated self-expression, both oral and written. (Anna T. Martin, Teacher, Salt River Day School, Scottsdale, Arizona 85251)

Increasing Vocabulary. A selected word list from a freshman literature text was used as the basis for taped lessons to help students at Sherman Institute increase their vocabulary. Vocabulary items followed by simplified definitions and sentences using the items in their different meanings were recorded on tape. Students were given a list of words and directed to write the definitions they heard on the recorded tape. Some students chose to listen to the tape a second time during class, and others returned after school hours to use the taped lessons. In addition to improving vocabulary, the lessons aided the students' pronunciation, listening skills and use of sentence patterns. (Joanne

Clark, Teacher, Freshman English, Sherman Institute, Riverside, California 92502)

Reading Improvement. A story of low difficulty and high interest was recorded on tape for use by students at Sherman Institute with low reading ability. Each student was instructed in the use of the tape recorder and could use the recorded lesson in several ways: he could listen only, read along with the taped narration, or record the story himself and play it back. The benefits derived from this lesson were increased sight vocabulary and reading rate, and improved rhythm and phrasing in oral reading. (Janeice Tanaka, Teacher Aid, Sherman Institute, Riverside, California 92502)

Storytelling in Apache, Hopi, Navajo, Pima and Tewa. High school students at Sherman Institute listened to a story taped by fellow students in the following languages: Apache, Hopi, Navajo, Pima and Tewa. After listening twice to the story told in their own languages, the students were asked to write in English what they had heard. About one-third of the students did not know their tribal language well enough to understand what they heard; others said they wished they knew their native language better; and others said that English was the most important language to learn. As a result of this activity, it was suggested that native speakers from each of the tribes give daily lessons to those students who are interested. (Joanne Clark, Teacher, Freshman English, Sherman Institute, Riverside, California 92502)

Life and Death Words. A group of teen-age boys began their developmental reading class at Stewart Indian School by learning to recognize words frequently seen on containers, at building entrances, and along the road which could make the difference between "life and death." A list beginning with "danger" and "poison" was expanded to include other warnings such as "explosives" and "caution", and later safe driving and highway vocabulary including "stop," "detour," "watch for deer," and "signals ahead." The last group of words learned by the students included "exit," "no entrance," and "pay here." The words were put on flash cards for oral and written exercises. Some students drew pictures of things they liked to do and included explanatory sentences. (Flo Reed, Teacher-Supervisor, Reading Program, Stewart Indian School, Stewart, Nevada 89437)

Remedial Reading Program. Since February 1967, special help in reading has been given to children at the Wahpeton Indian School. The program aims not only to increase the student's reading proficiency, but to help him understand the practical value of reading as it affects his daily life and his future growth. A one-to-one ratio of teacher to student and periodic testing are features of the program. (LaVonne Blikre, Remedial Reading Teacher, Wahpeton Indian School, Wahpeton, North Dakota 58705)

II. BIA-SPONSORED PROJECTS

Development of English as a Second Language (ESL) Materials and Tests. During the fiscal year 1968, ESL materials for beginner and first grade level Navajo children were being developed by Dr. Robert Wilson of the University of California at Los Angeles. (Dr. Wilson is also concerned with the curriculum as a whole, all aspects of which are ESL-oriented.) The Fries-Rojas American English Series (revised edition) was being adapted for the beginner and first grade levels by Dr. Mary Jane Cook of the University of Arizona. In addition, achievement and placement tests based on the Fries-Rojas materials were completed by Dr. Eugene Brière of the University of Southern California. (Walter Stepp, Acting Assistant Area Director, Education, Navajo Area Office, Window Rock, Arizona 86515)

ESL Training for School Staff. All Navajo area schools have implemented ESL programs. Two schools are subsequently being used as Demonstration Training Centers to provide instruction in ESL theory and application for more than 200 teachers and dormitory personnel from BIA, public and mission schools each year.

In April 1968, BIA administrators and supervisors in ESL participated in two one-week workshops under the co-directorship of Dr. Cecil Robinson of the University of Arizona and Dr. Robert Wilson of the University of California at Los Angeles. A follow-up session for participants was scheduled for September.

Dr. Gina P. Harvey of Colorado State University provided teacher training for 200 classroom teachers in BIA, public and mission schools. A similar program for an additional 200 teachers is scheduled for the 1968 fall semester at various reservation schools. (Walter Stepp, Acting Assistant Area Director, Education, Navajo Area Office, Window Rock, Arizona 86515)

RUTH E. WINEBERG

Projects Undertaken by the Center for Applied Linguistics for the BIA. In May 1968, the Bureau of Indian Affairs contracted with the English for Speakers of Other Languages Program of the Center for Applied Linguistics to carry out four interrelated projects designed to improve American Indian education through giving special attention to the language component of the curriculum, in particular the teaching of English to American Indians. The projects are:

1. The preparation of the present newsletter.
2. The organization of a conference of specialists in psycholinguistics, Indian language and culture, educational psychology and related fields to outline a research project to study the styles of learning indigenously employed by American Indian groups; to investigate the ways in which such styles affect the school achievement of Indian children; and to explore how education can be designed to take advantage of these styles. The conference took place at Stanford University on August 8-10. A report on the conference is in preparation.
3. The preparation of three articles based on existing analyses of three American Indian languages and English. The articles will be designed to point out to the classroom teacher, in non-technical language, major problems that differences between these Indian languages and English pose to the learning of English by their speakers. The articles will also contain practical suggestions for the classroom.
4. The organization of two separate meetings designed to bring together specialists from linguistics, early childhood education and related fields to consider the adaptation of curriculum content at the kindergarten level to a Navajo setting, with special reference to the use of the Navajo language for kindergarten activities, as well as the teaching of oral English as a component of the program. The first meeting was held October 11-12 in Washington, D.C. A report to the BIA is in preparation.

(English for Speakers of Other Languages Program, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036)

Teacher Internship Program. An internship program has been developed at the University of Southern Mississippi. Twenty

students were selected for the program, most of whom are Choctaw. All of the students have completed two years or more of college and will be financed for the rest of their studies. The students will take courses during the summer and will do practice teaching with Choctaw children during the academic year. As part of their summer program, the students participated in an ESL workshop from July 29 to August 2, 1968. (Evelyn Bauer, ESL Specialist, Bureau of Indian Affairs, U.S. Department of the Interior, Washington, D.C. 20242)

III. DEVELOPMENTS OUTSIDE THE BIA

Activities of Regional Educational Laboratories. Following are examples of English for speakers of other languages and bilingual programs begun or continued in 1967 by some of the twenty regional educational laboratories of the U.S. Office of Education which were set up under the 1965 Elementary and Secondary Education Act.

The Southwestern Cooperative Educational Laboratory (SWCEL), Albuquerque, New Mexico, is adapting and trying out ESOL materials in seven first grade classes of Mexican-American children and two pre-first grade classes of Navajo children. This Oral Language Program, based on materials recently completed by the University of California at Los Angeles, is expected to be used in about 100 classrooms in Arizona, New Mexico, Texas, and Oklahoma by September, 1968. Additionally, SWCEL is conducting research concerning language development in the home and in the classroom of Spanish, Navajo, and Pueblo groups. (SWCEL, 117 Richmond N.E., Albuquerque, New Mexico 87106)

The Southwest Educational Development Laboratory (SEDL) has developed materials and techniques which are being used in four urban demonstration centers -- San Antonio, McAllen, and Edinburg, Texas, and New York City -- to teach more than 4500 children their native Spanish, with English taught as a second language. SEDL is also designing and producing instructional units for a bilingual program (Spanish, French, and English), for grades K-6. (SEDL, Suite 550, Commodore Perry Hotel, Austin, Texas 78701)

Focus on American Indian Education. In 1968, the Office of Education of the U.S. Department of Health, Education, and Welfare (HEW) established "a focal point about Indian education to guide planning and coordination of activity related to improving the education of American Indians and Alaska

natives, most of whom attend public schools." The effort is aimed at making all HEW programs more responsive to the needs of Indian people, and is an extension of the HEW Office for Indian Progress. A task force was established to assist with the implementation of the OE Indian program. To stimulate communication among those vitally concerned with improving the educational effort with Indians, the Indian Education Newsletter is published and distributed monthly. The Newsletter is available without charge from the U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. Distribution automatically includes each BIA school and appropriate public school districts. (Indian Education, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202)

National Study of American Indian Education. Under a grant from the U.S. Office of Education, a national study of American Indian education has been initiated under the direction of Dr. Robert Havighurst of the University of Chicago. Three parts of the study are now in progress: an extensive study summarizing existing knowledge concerning Indian education; a field study of selected schools focusing on about twenty-five schools or school systems with substantial numbers of Indian children; and community self-studies, to be done by Indians on their own initiative. (Robert J. Havighurst, University of Chicago, Lillie House, 5801 Kenwood Avenue, Chicago, Illinois 60637)

Teaching of English to Speakers of Other Languages (TESOL) Component Added to Educational Resources Information Center (ERIC) Clearinghouse for Linguistics. In 1967, the ERIC Clearinghouse for Linguistics, funded by the U.S. Office of Education, expanded its scope to include the field of TESOL. The Clearinghouse for Linguistics, housed at and administered by the Center for Applied Linguistics, is one of 19 subject-oriented clearinghouses which collect, process, and disseminate information on educational research results and related materials. The ERIC system is a nationwide program of the U.S. Office of Edcuation. Research in Education, describing current educational projects, is published monthly by the U.S. Office of Education. The publication is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $1.00 an issue or $11.00 for a one-year subscription. (ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036)